

Open Research Online

The Open University's repository of research publications and other research outputs

Using mobile devices for listening and speaking practice in languages: the L120 mobile project

Conference or Workshop Item

How to cite:

Demouy, Valérie; Eardley, Annie; Kukulska-Hulme, Agnes and Thomas, Rhodri (2010). Using mobile devices for listening and speaking practice in languages: the L120 mobile project. In: Eurocall 2010, Languages, Cultures and Virtual Communities, 8-11 Sep 2010, Bordeaux, France.

For guidance on citations see [FAQs](#).

© 2010 The Authors

Version: Version of Record

Link(s) to article on publisher's website:
<http://eurocall2010.u-bordeaux4.fr/>

Copyright and Moral Rights for the articles on this site are retained by the individual authors and/or other copyright owners. For more information on Open Research Online's data [policy](#) on reuse of materials please consult the policies page.

oro.open.ac.uk



Using mobile devices for listening and speaking practice in languages: The L120 Mobile Project

Valérie Demouy, Annie Eardley, Agnes Kukulska-Hulme and Rhodri Thomas



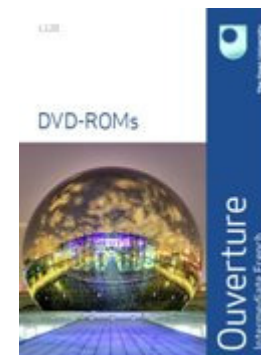
Introduction

- Languages at the Open University
 - Distance learning
 - Tutor supported
- Languages and Blended learning
 - Printed material
 - CDs, DVD-ROMs, VLE activities
 - Asynchronous online activities
 - Online and Face-to-face tutorials



L120 French Intermediate

- Printed material
- DVD-ROMs
- Asynchronous online activities
- Online and Face-to-face tutorials
- Assessments (oral & written)



Objectives



- to investigate the context in which students engage in mobile activities
- to evaluate the benefits of providing our students with mobile listening and speaking activities
- to understand better how to integrate interactive activities with mobile technologies into our courses

The project



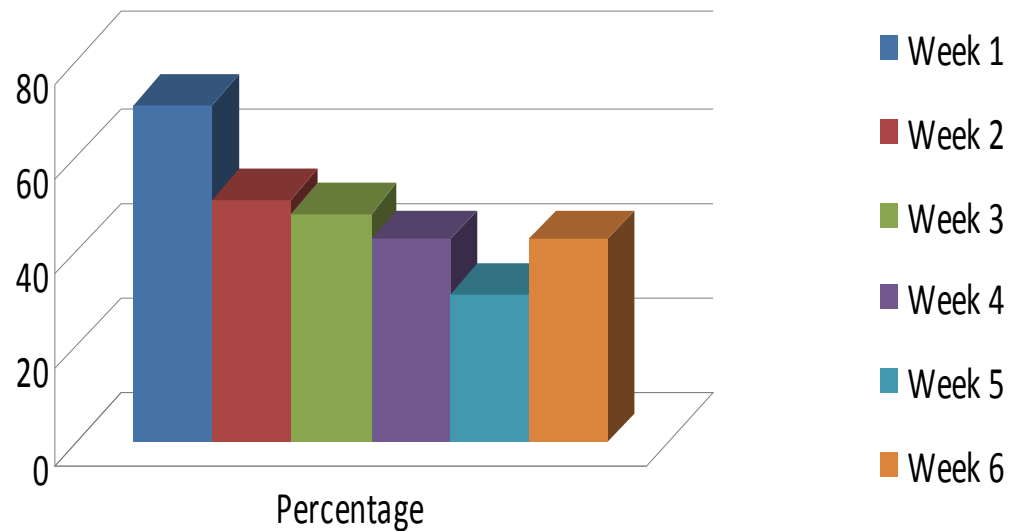
- 2 groups of 35 students
 - Group 1 : iPods or MP3 players (listening)
 - Group 2 : mobile phones and Learnosity (interactive speaking activities)
- Over 6 weeks
 - 6 online questionnaires
 - audio feedback on activities for group 2
 - interviews

Group 1



- **Type of activity**
 - a variety of audio clips
 - no question or activity linked
 - reinforcement
- **Participation**

Participation rate - Group 1 (from questionnaires)

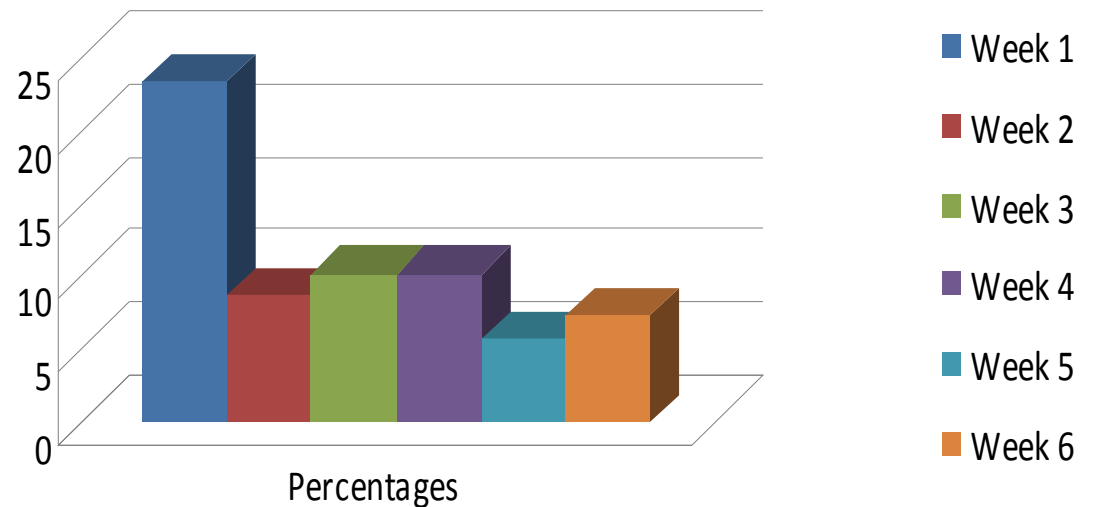


Group 2



- Type of activities
listening, oral
presentations,
pronunciation or
grammar drills and
dialogues
- Example
- Participation

Participation rate - Group 2 (from questionnaires)

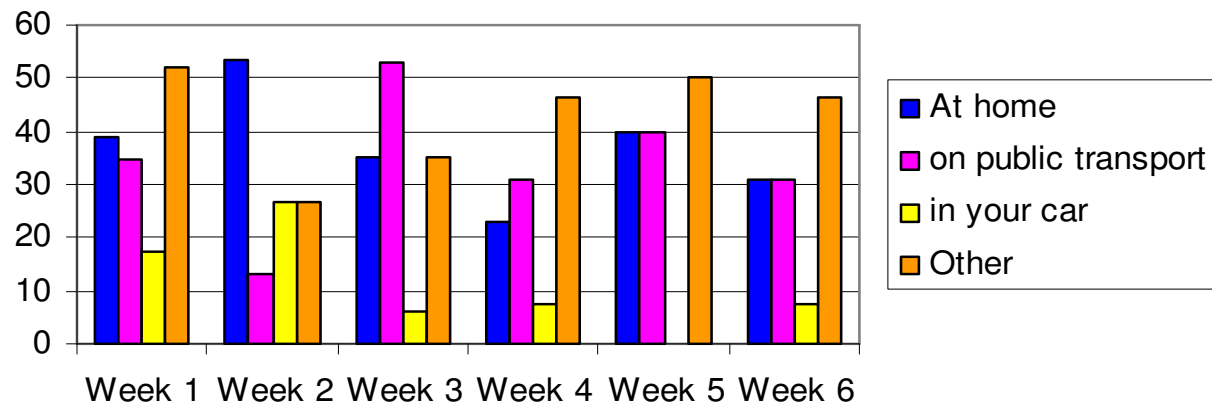




So where
did they
do it?

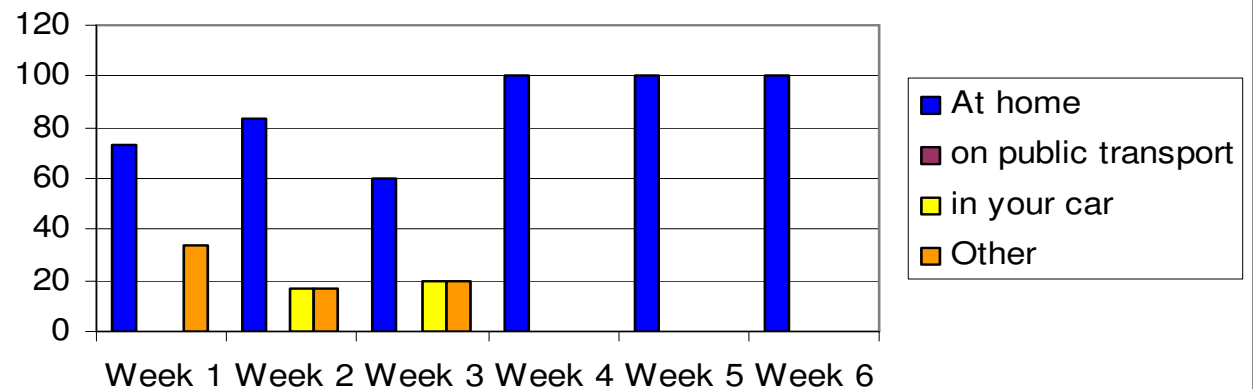
Group 1

Where did you listen to L120 audio clips using your device? (Tick all that apply)



Group 2

Where did you do the L120 speaking activities using your device?

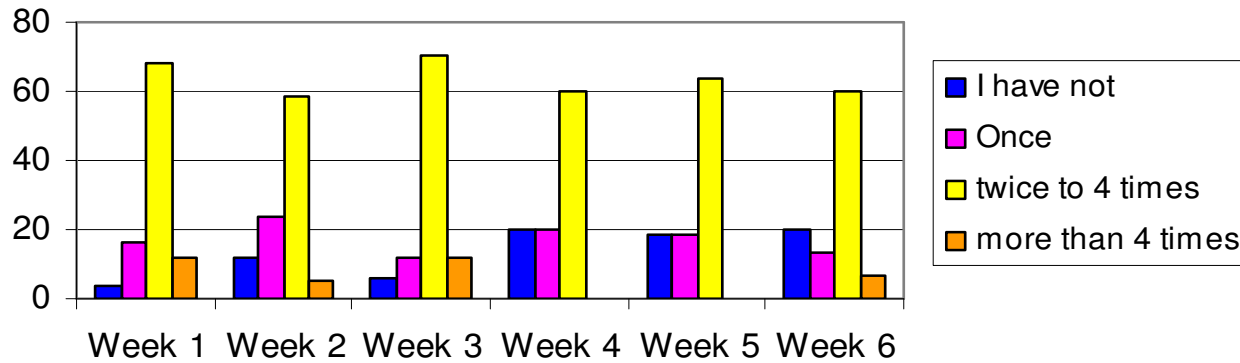


How
often
and for
how
long?



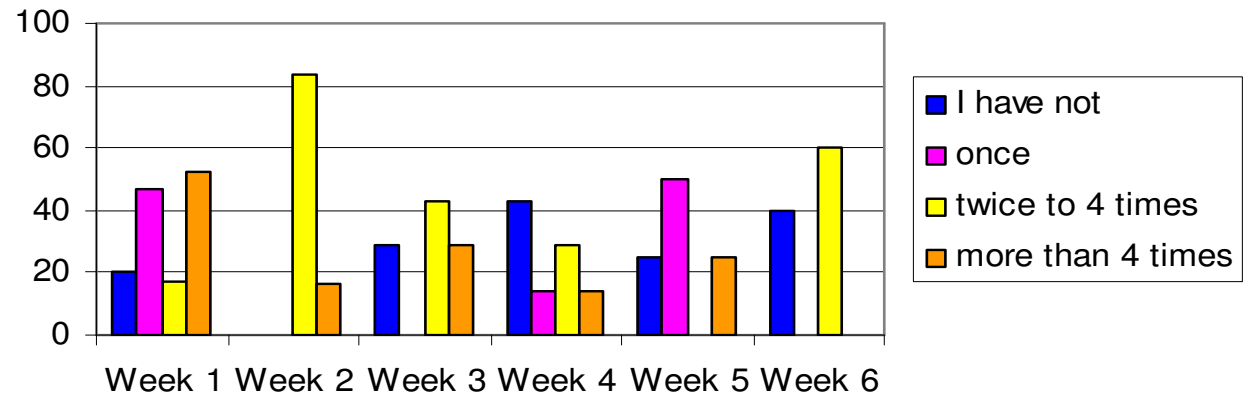
Group 1

How often have you used your device to listen to L120 audio clips?



Group 2

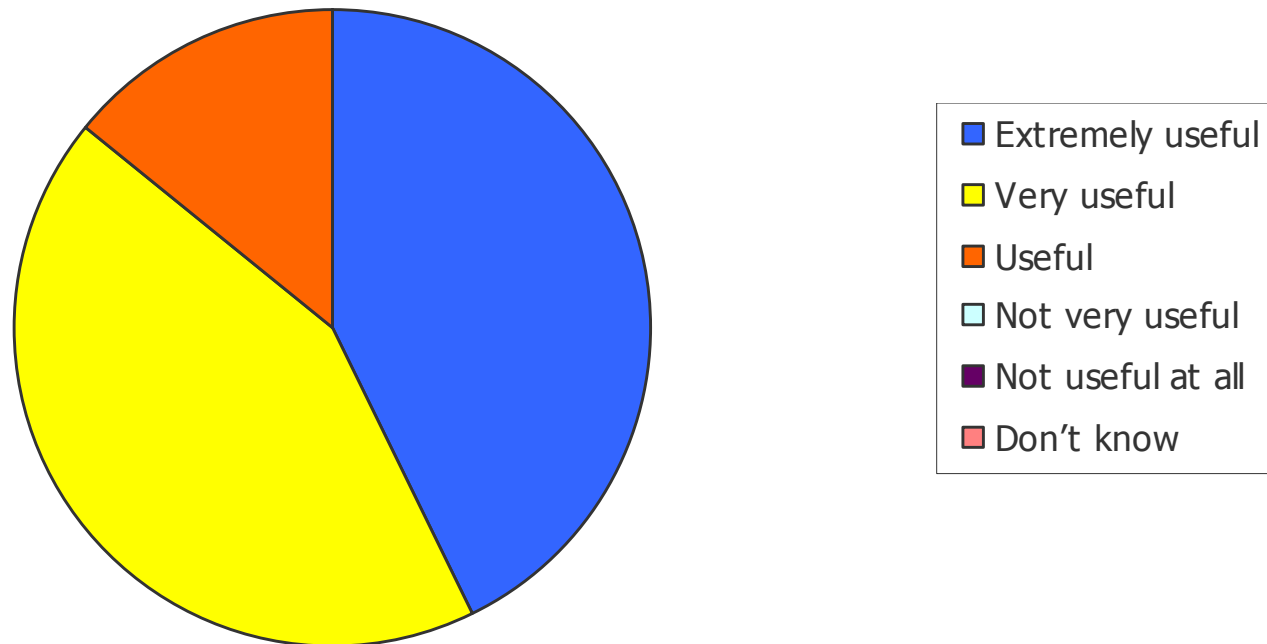
How often have you used your device to do the speaking activities?



So did Group 1 find it useful?

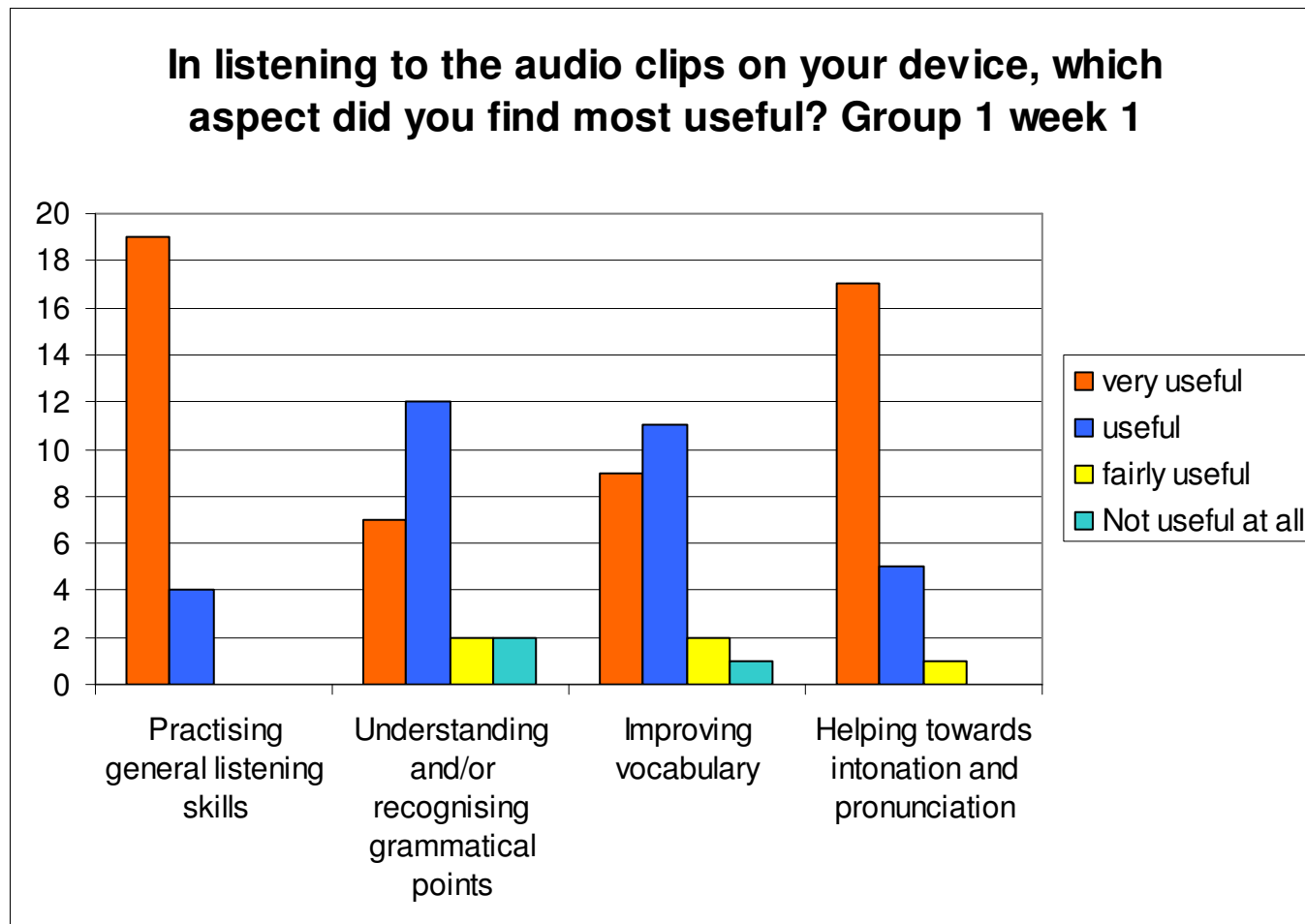


In relation with your studies on L120, how do you rate the usefulness of listening to L120 audio clips on mobile devices?



Extremely useful: 42.9% - Very useful: 42.9% - Useful: 14.3%

Which aspect did Group 1 find most useful?



What problems did Group 2 encounter?



- Lack of sample/model answers in the review mode
- Issues around sound quality, functionality and cost
- The high level of difficulty:
 - relying too much on memory
 - relying too much on course material content
 - hard to understand
- Not knowing how long a task was before starting it

*“the reception was a big problem...
I had to have my head hanging
out the window”*



What did Group 2 like?



- Additional practice on pronunciation and grammar, provided prompts/answers were short and it did not rely too much on memory
- The potential to complement the DVD-ROM or the other course materials
- The challenge (being stretched) & the ‘authentic’ aspect

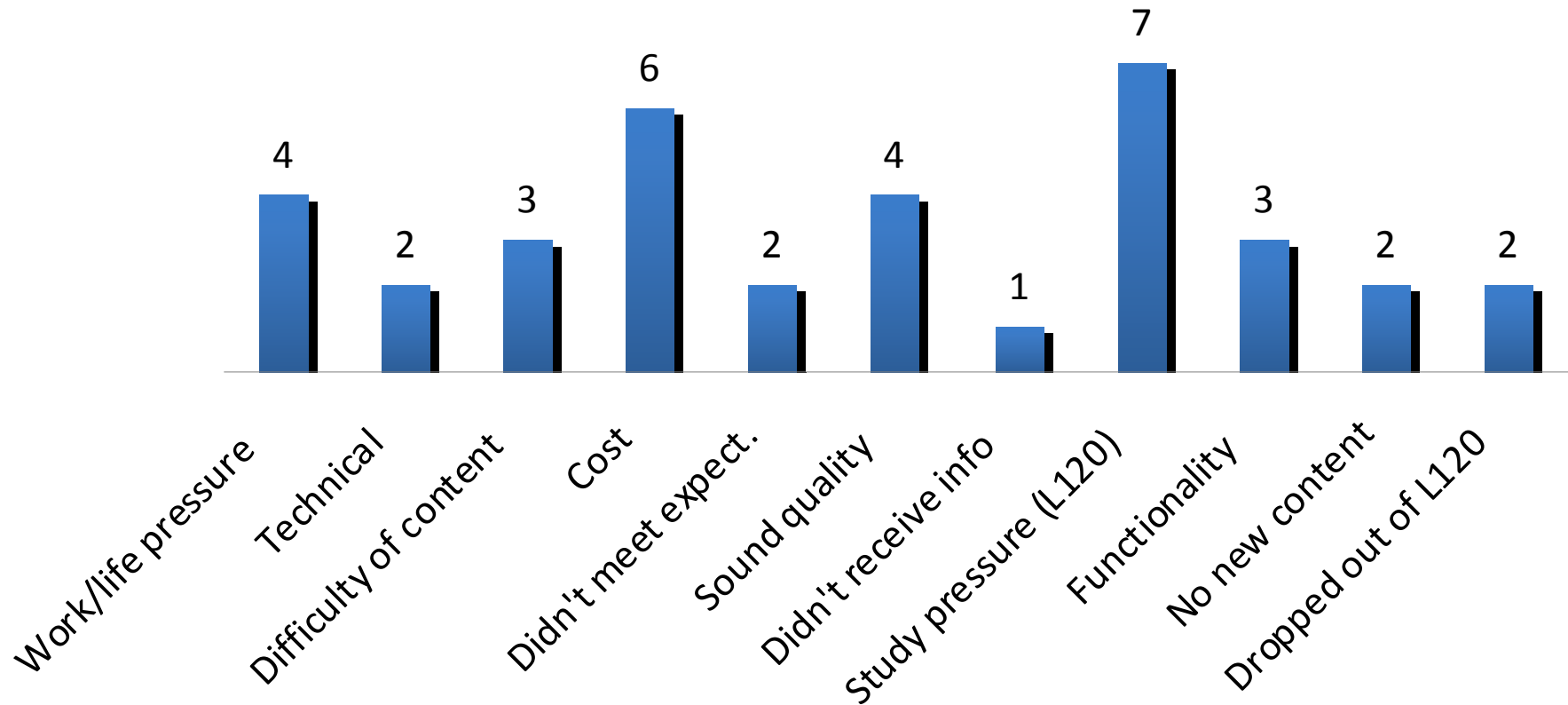
“for me the mobile side of it was good...I spend half my life running round in the car after the children... and on the football pitch”



Reasons for dropping out



Reasons for dropping out



Possible practical applications



- Promising types of activity
 - Standalone repetition activities (pronunciation/intonation)
 - Follow-up activities (complementing another medium such as DVD-ROM), focusing on practising grammar or oral skills
- Changing learning habits
 - Encouraging the use of iPods and MP3 players for listening practice
 - Approaching listening differently (developing memory and comprehension as well as immediate response)



Lessons learned

- Don't assume that even basic technology is easy to master
- Match content with the medium and its functionality (including its limitations)
- Educate students to make use of opportunities for learning in their daily life
- Educate students to the potential of approaching listening and speaking skills in a less supported way (lack of visuals can help with listening skills)



Learnosity

More information

- Valérie Demouy and Agnes Kukulska-Hulme. *On the spot: using mobile devices for listening and speaking practice on a French language programme*. Open Learning (November 2010, forthcoming)
- Case Study at <http://www.learnosity.com/case-studies/by-project/ou>

Contacts



- Valérie Demouy (Lecturer in French - Department of Languages) v.e.demouy@open.ac.uk
- Annie Eardley (Senior Lecturer - Department of Languages) a.f.eardley@open.ac.uk
- Agnes Kukulska-Hulme (Professor of Learning Technology and Communication – Institute of Educational Technology) a.m.kukulska-hulme@open.ac.uk
- Rhodri Thomas (Senior Project Manager - Learning Innovation Office) rhodri.thomas@open.ac.uk